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ABSTRACT

Alcohol and drug abuse were viewed as a clear way of demonstrating personal or social sophistication in a Canadian secondary school. Neither the school nor the local community had developed a strategy for dealing with the problem of substance abuse among the students. The program described in this report was designed to reduce the level of alcohol and drug abuse among these early adolescents. The major objectives were to foster a greater sense of personal causation in the lives of the students; to teach specific decision-making skills; to develop student-created models for healthy lifestyles; and to have students identify a personal reduction in substance abuse as a result of participation in the program. Needs assessment surveys were developed and administered to students and to the school's Peer Helpers. Results were analyzed and possible solutions were examined. Among the proposed solutions was the use of a multi-faceted approach which took into account the needs of the individual adolescent, the peer group, and the family. The solution chosen utilized strategies designed to increase the self-esteem and sense of personal control of each participant. Results of the program were mixed. Analysis of the data showed that a large number of participants surveyed reduced their personal level of alcohol and drug use, but not as many as expected. (Author/ABL)

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Developing a Peer Assisted Substance
Abuse Program for Early Adolescents

by

Robert M. Bourgeois

Cluster XXVIII

A Practicum II Report Presented to
the Ed.D. Program in Early and
Middle Childhood in Partial
Fulfilment of the Requirements for
the Degree of Doctor of Education.

Submitted to Dr. G. Lowen

NOVA UNIVERSITY

May, 1990

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ABSTRACT

Developing a Peer Assisted Substance Abuse Program for Early Adolescents. Bourgeois, Robert M. 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Peer Counseling/Peer Relationship/Alcohol Education/Drug Education.

This practicum was designed to reduce the level of alcohol and drug abuse among the early adolescents at the writer's school. The major objectives were to foster a greater sense of personal causation in the lives of the students, to teach specific decision-making skills, to develop student-created models for healthy lifestyles, and to have students identify a personal reduction in substance abuse as a result of participation in the program.

The writer developed needs assessment surveys and administered them to students and to the school's Peer Helpers, analyzed the results, and examined possible solutions to the problem. Among the proposed solutions was the use of a multi-faceted approach, which took into account the needs of the individual early adolescent, the peer group and the family. The solution chosen utilized strategies designed to increase the self-esteem and the sense of personal control of each participant.

The results of the practicum were mixed. Analysis of the data showed that a large number of the participants surveyed reduced their personal level of alcohol and drug use, but not as many as expected. Students surveyed also experienced a greater sense of personal control over their lives, but they did not directly attribute this increase to the practicum solution. Participants did demonstrate the ability to utilize decision-making strategies. They were also able to recall and demonstrate a model for a healthy lifestyle. The majority of students surveyed felt that the program should be offered to other early adolescents.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting was a large composite secondary school which offers educational programs to more than thirteen hundred students. The school, comprising grades eight through twelve, is located in a town of thirteen thousand inhabitants, and is the sole secondary educational institution in the community.

Established in the 1860s, the community is one of the oldest in the province. For most of its history and, indeed, up until the 1970s, the area was known for farming and fishing. However, today these traditional industries no longer predominate the local economy.

The 1980s brought rapid changes to the community. Several large housing developments have been constructed. There has also been considerable commercial development. The changes have not been without controversy, and the local inhabitants continue to debate the pros and cons of rapid growth and the consequent loss of the community's unique character.

These recent changes in the community appear to be the result of three key events. First, the community is situated only twenty miles from a rapidly growing city, the metropolitan population of which now exceeds one million inhabitants. Second, the housing prices in that city have increased over the last few years to such an extent that many people are willing to

commute from more distant communities; and third, much of the land surrounding the smaller community has been taken out of the Provincial Agricultural Land Reserve, and has been made available for industrial and housing development. The consequence of all of this has been a rapidly changing community.

The school has just celebrated its fiftieth year of existence. It employs seventy teachers, twenty-four teaching aides, and six office support staff. The high number of support staff results from the fact that the school houses several district special education programs: an autistic program, a social learning program, two programs for the mentally handicapped, and a learning disabilities program.

There have been major changes in the administrative personnel of the school. The principal, who is scheduled to retire at the end of the year, has remained in place. However, both of the vice-principals who were at the school last year have been assigned to principalships at other schools. They have been replaced by a male who has ten years' experience as a vice-principal within the district, but who has never worked at this school, and by a female who has just received her vice-principalship, and who has never taught at the school.

The counseling department has five members, three males and two females. One of the males is a neophyte, having just been assigned to replace a senior member of the department who was appointed to a vice-principalship in another school district.

Tasks and responsibilities are shared among the counselors who are charged with monitoring student academic programs, student scheduling, personal counseling, conferring with staff, with the in-house special education programs, and with outside agencies. As well, counselors are responsible for the monitoring of student attendance.

Writer's Work Setting and Role

The writer, one of the members of the counseling department, has been an educator for the past thirteen years and a counselor for the past seven. One of four members of the department who possesses a Master's Degree in Counseling Psychology, he has considerable group counseling training in the form of university courses and professional development workshops.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There was a problem of alcohol and drug abuse among the early adolescents at the writer's school. For several years, the problem of substance abuse had been discussed both nationally and internationally. News magazines in both Canada and the United States had devoted several cover stories to the so-called "plague" of alcohol and drug abuse among teenagers. Unfortunately, neither the school nor the local community had developed a strategy for dealing with the problem of substance abuse among the students.

As a member of the school's counseling department, the writer was keenly aware that many of the early adolescents at the school were abusing illegal substances. Not only was this a problem among many of the so-called "under-achievers" and those with visibly poor self-concepts, but it was a problem among many of the outwardly successful students as well. In interacting with the students, the writer noted that many early adolescents saw the use of illegal substances as an acceptable recreational behavior, a natural aspect of being a teenager. They viewed abusing alcohol or drugs as one clear way of demonstrating personal or social sophistication. Many students looked forward to their senior year primarily because it was an opportunity to "celebrate grad" and "to party from September until June".

This cultural value was transmitted to younger students who saw drinking or using dope as a necessary rite of passage for being a "real" high school student. Unfortunately, the school had done little to attempt to alter this cultural value, choosing instead to concentrate on academic concerns.

Were the situation improved, students would have recognized that substance abuse was not compatible with a healthy lifestyle. The amount of harm and the frequency of substance abuse by early adolescents at the school would have been reduced and in some cases been eliminated.

Briefly stated, then, many students at the school had a problem of alcohol and drug abuse.

Problem Documentation

Interviews were conducted with two counselors, five randomly selected teachers and the Police Liaison Officer at the school. All stated that there was a serious substance abuse problem among many of the students.

Students who participated in the Peer Helper program, initiated at the school last year, were given a teacher-designed questionnaire (see Appendix A). The Peer Helpers saw substance abuse as a major concern for students (see Table 1 for selected Peer Helper response data).

Table 1

Selected Peer Helper Questionnaire Response Data

Item No.	Statement	Response Pattern		
		Yes	No	Unsure
1	There is a problem of alcohol and drug abuse among the students at this school.	21	4	3
5	Most students would benefit from an opportunity to discuss and learn about why people use drugs and alcohol.	27	0	1

Sixty randomly selected early adolescents at the school were given a questionnaire designed by the writer (see Appendix B). It explored some of the general themes examined comprehensively in several studies, including The British Columbia Alcohol and Drugs Adolescent Survey (1987) Preliminary Report. Overwhelmingly, the students themselves felt that substance abuse was a problem at the school. (See Table 2 for selected student questionnaire responses.)

Table 2

Selected Student Questionnaire Response Data

Item No.	Statement	Response Pattern		
		Yes	No	Unsure
2	Have you ever drunk alcohol without your parents' knowledge?	42	18	0
3	Have you ever been to a party where alcohol or drugs were offered to you?	46	14	0
6	Do most young people your age use alcohol on a regular (at least twice a month) basis?	48	7	5
10	Do you consider alcohol and drug abuse to be a problem among students at your school?	36	6	8

Causes of the Problem

There appeared to be several possible causes of the problem. While some were school-based, others were not. The writer believed that each of the causes outlined below contributed to the problem of substance abuse among the early adolescents enrolled at the school.

Many parents believed that the use of illegal substances by early adolescents was normal growing-up behavior. This view led to an unfortunate diminishing of concerns regarding both the short and the long-term consequences of substance abuse. The complacency among many of the parents tended to erode the influence of other parents who recognized the seriousness of the problem. As a result of complacency among some parents in the community, there was always a place for early adolescents to party, be it a farmer's barn or the basement of an unsupervised house.

Also, alcoholic beverage consumption was promoted as being a necessary part of the "good life" by breweries, distilleries, etc. through the mass media. Young people were shown commercials featuring healthy, well-tanned, athletic individuals, obviously enjoying great social interactions with other equally attractive people. All seemed to share one thing in common -- a love for a particular brand of beer or alcoholic cooler. There was no indication of anything harmful or dangerous in the activity, and no negative consequences were ever depicted. The subliminal message, of course, was that the key to fun and social acceptance by attractive people was through

alcohol consumption. While illegal drugs were not advertised on television, legal ones were. Drugs were shown as effective ways of dealing with the stresses and strains, as well as the aches and pains, of life. Lori Mizell, a well-known Seattle-based family counselor who specialized in dealing with depressed and suicidal youth, claimed that the reason that so many kids were turning to alcohol, drugs and suicide rested on the fact that the massive amounts of advertising to which they had been exposed since they were little children had convinced them that they could not be happy unless they acquired those items advertised as being desirable. In order to placate the pain of not being happy, teenagers, according to Mizell, turned to substance abuse or, with increasing frequency, suicide, in order to fill the void.

There was a lack of strong "anti-substance abuse" role models in the form of older adolescents and friends for many early adolescents. This lack was enhanced when one juxtaposed it with the combined effects of the mass media's portrayal of substance abuse as being not only natural, but in many instances, desirable, and with the behavior of many of the older role model kids within the school itself.

It had been well-documented that the desire for acceptance by peers was one of the strongest motivations of adolescent behavior. The peer groups of many of the students at the writer's school appeared to place a high value on substance abuse. When asked about alcohol and drug abuse, many students stated that "all of my friends do it."

Many authors, including Glasser (1985), discussed the adolescent need for adventure, experimentation and fun. Glasser described these as basic human needs. When healthy outlets for these needs were not available, less healthy avenues, such as substance abuse, might be chosen.

Early adolescents were often described as being in "too much of a hurry to grow up." Unfortunately, their desire to act and to be perceived as sophisticated adults often led them to mimic the drinking and the drug abuse of older, more "mature" students, and others in the community.

The school had chosen to deal primarily with academic concerns and to avoid those of a social nature. Such a narrow focus had been pursued not only in the writer's school, but throughout the school district as a whole. This may have been a result of the historical conservatism of the original community.

The consequence of this traditionalist view of education was that while students were offered assistance with problems faced by them which directly affected school, problems faced by them outside of school had not been the focus of much attention.

The school enrolled students in grades eight through twelve. This caused early adolescents to be unduly influenced by negative senior student behaviors. Many of the younger girls seemed particularly vulnerable to the advances of older but emotionally immature boys from the senior grades.

An alternate program for students between the ages of twelve and fifteen with severe behavior management problems was housed at the school.

Many of the students in this program had ongoing problems with substance abuse and exhibited poor self-esteem. The writer recognized that much benefit for the alternative students was derived from housing the alternate program in the school. However, there was considerable speculation concerning some alternate program students being involved in the selling of drugs in the community. In the past, students in the program had been expelled for dealing in drugs.

The local community had not had a substance abuse program to provide information, counseling and treatment to teenagers and adults. These services had traditionally been offered in a larger, neighbouring community, located fifteen miles away. The result was that few teenagers recognized as needing help were motivated enough to have sought it.

The community had traditionally prided itself on the low level of property tax levied by the municipality. One of the consequences was inadequate recreational facilities within the immediate community. Recreational services for adolescents were consequently limited. Students often complained that there was nothing to do in the local community.

Relationship of the Problem to the Literature

Substance abuse was not merely a local problem, of course. Much of the literature concerning it came from the United States and Great Britain, where, if anything, the problems of substance abuse appeared to have been much more severe than they were in Canada. Several international

conferences had attempted to examine the problem in detail. Yet despite such efforts, the problems continued to increase. Theories abounded as to why adolescents turned to substance abuse. At the time of this writing, the most popular thinking, as outlined by Vertinsky (1989), viewed the problem as being psychological and sociological in nature.

Oetting and Beauvais (1988) found that "Studies have shown that a positive self-acceptance can, in some circumstances, be a factor in protecting children against drugs, and a negative self-concept can make them more susceptible to peers who encourage drug use" (p. 12).

Several articles and books had been written examining the influence that advertising and the mass media had on alcohol and drug abuse among early adolescents. A comprehensive review was conducted by Dorn and South (1983). The authors claimed that most of the literature examined by them indicated that the mass media had an appreciable effect upon those who received its direct or indirect messages. The media, in the area of alcohol, was promoting two different messages, the authors emphasized. One message was that it was within the rights of an individual to abuse substances, provided that he or she was willing to take responsibility for the consequences. The other message was that one should seek to practice moderation and social discipline. Both of these views came under the same heading -- responsible lifestyles. The former responsible lifestyle message was particularly prevalent in advertising, and was perhaps first utilized to market cigarettes after the American Surgeon General's Report of 1964.

One of the key advertising techniques has always been to promote alcohol as a valuable part of social interaction with friends and acquaintances. "Beer advertisers seem to target young people in their multi-million dollar television ads rather than experienced drinkers. They are well aware that young people are often looking for role models and acceptance into the adult world", according to Lavigne, Simmons and Sleep (1988, p. 63).

Torres (1982) stated that peer pressure and the desire to be socially popular "had a direct and observable effect on teenage alcohol habits" (p. 74). Wanting to be a part of the group was an understandable human emotion, to which early adolescents were particularly vulnerable. Atkin, Hocking and Block (1984) found peer influence to be the most significant predictor of alcohol consumption among teenagers.

Societal pressure, according to Slater (1984), and its pervasive advertising, were the root causes of substance abuse. Individuals who could not deal with failure in a success-oriented society were turning to artificial substances as a means of coping.

Several authors discussed the basic needs of early adolescents as they related to substance abuse. Carr (1988) claimed that "the need to have fun is of equal importance to the need to be competent, the need to be autonomous and the need for recognition" (p. 8). Glasser (1984) concurred, and emphasized that when basic needs were not met through legitimate channels, they would be met via illegitimate ones. For many students, going

to parties, mingling with members of the opposite sex, and mimicking the obvious "party animal" stereotypes of movies, television and advertising connoted "fun".

Other basic needs of early adolescents were identified. Glasser (1986) claimed that adolescents were naturally curious about things which were denied them and which involved risk. Adolescents were not satisfied with simply being told about something, they had a need to experience it. Often, this need to experiment involved risk, and risk, according to Glasser, was linked to power. Glasser wrote that "if children feel powerless, they use ... drugs (mostly alcohol) to try to gain the feeling that they have some power, and the respect that they desperately want" (p. 15).

According to Carr (1988), all adolescents strove to be successful in some manner. Those who could not be successful in academics or sports often believed that they could be a success in a less desirable way. They could drink harder or faster, do more drugs or harder drugs, than others.

The role of parents had also been studied. Cretcher (1982) believed that effective parenting could prevent substance abuse among early adolescents. But parenting, of course, was not always an easy task, and to parent effectively was a complex undertaking. Goldhill (1971) presented a comprehensive guide to the subject. His premise was that drug abuse problems stemmed from the emotional problems which poor family relations produced.

Monatt (1983), writing for the U.S. National Institute on Drug Abuse, attempted to encourage and foster parent movements for promoting drug-free youth. Unfortunately, too many children came from homes where poor communication and poor child-rearing practices occurred. Monatt recognized this fact and called for an end to decriminalization attempts for marijuana, because such efforts left the impression that this so-called "gateway" drug, which might lead to more dangerous substances, was harmless. As recently as September 7, 1989, The Globe and Mail, Canada's national newspaper, devoted its main editorial to the decriminalization debate.

Siegel (1989) argued that mankind's attempts to find pleasure through the use of artificial means was an unavoidable reality, and offered as proof the fact that throughout the world and throughout history, human beings had continually sought ways to alter their states of consciousness. The tragedy was that, at present, large numbers of individuals were destroying their lives in the process.

The theories concerning what caused substance abuse were numerous and often contentious. Debner (1985) edited an excellent collection of opposing views from leading authorities. Each authority presented a reasoned, convincing argument to support his or her view. Obviously, there were no easy answers. Substance abuse was a very complex issue. And the debate was not new. It had been going on just as heatedly for some time. According to Debner, Thomas Jefferson estimated that in the late 1700s, "one

third of the people in the United States are killing themselves with whiskey."

(p. 13)

Recently, a number of national and provincial studies were conducted concerning substance abuse in Canada. The British Columbia Alcohol and Drug Programs Adolescent Survey (1987) Preliminary Report found:

- a) The greatest rate of increase in users of tobacco, alcohol and cannabis occurred between grades 8 and 9.
- b) The use of glue and solvents was highest among those in grade 8 and decreased with increasing grades.
- c) Alcohol was the easiest drug for British Columbia adolescents to obtain. Three-quarters of grade 8 adolescents found alcohol relatively easy to obtain.
- d) 23.6 percent of adolescents stated that they had been drunk within the past 4 weeks (25.7% of males and 21.4% of females).
- e) 40.2 percent of adolescents stated that they had gone on a weekend drinking spree (been high or drunk for most of Saturday or Sunday at least once in their lives).
- f) 12.9 percent of adolescents in grade 8 had used cannabis in the last year. The percentage of users almost doubled between grades 8 and 9.
- g) 52.5 percent of adolescents said that it was "fairly easy" or "very easy" to get cannabis. Ease of access to cannabis increased by grade.
- h) 7.6 percent of grade 8 adolescents had used hallucinogens during the past year.
- i) Although 6.1 percent of British Columbia adolescents stated that they had used cocaine within the past year, very few (1.6%) stated that they had used crack within this period.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to reduce the level of alcohol and drug abuse among the early adolescents at the writer's school.

Behavioral Objectives

The writer believed that the attainment of the following objectives would result in the solution of the problem:

1. Students would gain an increased sense of personal control over their lives and their destinies. As active rather than re-active beings, the students would recognize that they were responsible for themselves and their actions, and that they needed not to have been powerless and passive unless they chose to have been.
2. Students would demonstrate the ability to apply a specific decision-making model which would be taught to them.
3. Students would develop a large group consensus model for living a "healthy lifestyle". Once devised, the model would be explainable to others by group members.
4. Students in grade 9 would experience a decrease in substance abuse as a result of the program.

Measurement of Objectives

The writer planned to measure the attainment of the specific objectives of the practicum as follows:

Objective 1.

The early adolescents at the writer's school would state that they had an increased sense of personal control over their lives as a result of the program. In order to ascertain that this standard was achieved, the writer would conduct a survey of sixty randomly selected students. The standard would be deemed to have been met if forty-five of the sixty students answered "yes" to the question of whether or not they had an increased sense of controlling their own destinies as a result of their participation in the solution strategy program.

Objective 2.

It was expected that students would be taught a specific decision-making strategy and that they would be able to utilize that strategy to solve problems. Using a structured interview format, the writer would present individual students with a specific dilemma, and ask them to utilize the decision-making strategy in order to resolve it. The standard would be deemed to have been met if fifteen of twenty randomly-selected students were capable of resolving the dilemma through the use of the decision-making strategy taught them.

Objective 3.

Working in small groups, students would develop models for living "healthy lifestyles". These models would then be presented to larger groups of peers for discussion and revision. A final model would be developed for the large group (class of students) and approved by consensus. Students would then demonstrate their ability to explain the model to others. In order to demonstrate this ability, the writer would conduct structured interviews with twenty randomly-selected students. The standard would be met if fifteen of the twenty students interviewed were able to explain the group's model for a healthy lifestyle.

Objective 4.

Students in grade nine would respond on a questionnaire that they had experienced a decrease in substance abuse as a result of their participation in the solution strategy program. Sixty students would be surveyed. In order to meet the standard of attainment, forty of those students would have to indicate that they had experienced a decrease in their level of substance abuse.

The above objectives are outlined in Table 3.

Table 3

Measurement of Objectives

<u>The End Result</u>	<u>Evaluation Tool</u>	<u>Standard of Achievement</u>
1. Students would state that that they had an increased sense of controlling their own destinies as a result of the program	Survey	45 of 60 randomly selected students would state that they had an increased sense of controlling their own destinies as a result of the program
2. Students would develop and be able to explain a model for living a "healthy lifestyle"	Interview	15 of 20 randomly selected students would be able to describe the key aspects of the group's model for a "healthy lifestyle"
3. Students would demonstrate the ability to apply a specific decision-making model in order to solve dilemmas based on realistic life situations	Interview	15 of 20 randomly-selected grade 9 students would be able to resolve a dilemma presented to them using a specific decision-making model
4. Students in grade 9 would report a decrease in substance abuse as a result of the program	Survey	40 of 60 students surveyed would indicate that they had decreased substance abuse as a result of the program

CHAPTER IV

SOLUTION STRATEGIES

Discussion and Evaluation of Possible Solutions

Several solution strategies had been suggested in the literature. One such strategy involved the presentation of information on the legal consequences of substance abuse. Lavigne, Simmons, and Sleep (1988) wrote that "young people do not often consider the legal risks of drug use seriously" (p. 45). Rather than making the criminal penalties of alcohol and drug use among teenagers the issue, the authors suggested that a much broader-based, long-term approach would probably be more effective.

The limited value of presenting information on the medical consequences of substance abuse was suggested by Hoffman (1983). Kearney (1979) stated that "Many researchers have found that students who are taught extensive factual information about drugs will use more illicit drugs than students not taught all these facts" (p. 189). Though not to be ignored, many young people seemed indifferent to long-term consequences. This sense of invulnerability was believed to be linked to the developmental psychology of adolescents. The medical ramifications of substance abuse, it was suggested, should be part of a substance abuse program, rather than the sum total of one.

Perhaps attempting to change the environments in which students spent most of their time would have yielded beneficial results, it was felt.

Torjmann (1986) suggested that there was value in attempting to enrich the environments of students by introducing participatory decision-making and in promoting the reduction of stress. While many environmental factors were unrelated to school per se, Torjman pointed out that many school-based psychological factors could be modified.

Mrs. Nancy Reagan had gained much international publicity with her "Just Say 'No'" campaign. Several authors, including Carr (1988), found that such a strategy was less effective than utilizing the peer group as a vehicle to promote the reduction of substance abuse. Carr quoted Dr. Ray Baker, founder of Canada's Park House treatment facility, as saying that "giving teens advice to 'just say no' was like saying 'have a nice day' to an adult who was suicidally depressed". (p. 6)

Duryea (1984) found that students who had completed a course using McGuire's Inoculation Theory were discovered to have more resistance to pressures to use alcohol. What remained unclear was how such a strategy compared to other prevention strategies. The implication of Duryea's work was that there may well have been a place for some inoculation theory in a grander strategy.

Providing students with assertiveness training appeared to hold promise. Horan and Williams (1982) gave junior high school students who were judged to be non-assertive an assertiveness training program in the area of drug use peer pressure. The results were positive.

Several authors discussed the teaching of decision-making skills as part of a substance abuse program. The value of providing such skills to young adolescents was discussed and supported by Brion-Miesels (1982). Ostrower (1987) described an effective substance abuse program which centred mainly around the development of decision-making skills in adolescents.

Perhaps the goal of an effective program should have been to promote moderation. Spowart (1982) favoured a moderate, controlled approach to alcohol usage as a goal for educational programs as compared to one which emphasized abstinence.

The strategy of suggesting alternatives to alcohol and drugs had provided disappointing results when utilized as a singular strategy in attempting to decrease substance abuse, according to several authors, including Cook, Lawrence, Morse and Roehl (1984).

There was support for combining several different strategies. Swadi and Zeitlin (1987) stated that "Educational Programmes are less likely to be effective when they ... use one isolated strategy. Substance abuse is very likely to have a multifactorial aetiology. Several aspects of different strategies have shown some promise. A combination of these is less likely to fail" (p. 745). Several other authors supported this view, notably Vertinsky (1989), who wrote: "Canadians do not appear to be receptive ... to the idea of pervasive social control. Because of this, educative and

persuasive theories need to be multi-faceted and very powerful indeed to be able to compete in the Canadian marketplace" (p. 12).

Many writers felt that any successful strategy would need to take into account the roles played by peers. Drug education programs which took into account the power of the early adolescent peer group were those which had proven to be most effective, according to Carr (1988). Swadi and Zeitlin (1987) concurred, stating that "with regards to ... drugs, the peer group model was the only model that surpassed the control group" (p. 744).

The utilization of trained peer counsellors was examined. Carr (1988) stated that "Peer Helpers are not in the treatment field. They are, however, a bridge which can bring troubled young people ... into a caring community. (They) are a critical link in an effective drug abuse prevention curriculum" (p. 16). Carr documented the multitude of ways and settings in which Peer Helpers had been successfully utilized. While his paper outlined how Peer Helpers might be used in a substance abuse role, the writer was unable to ascertain that such a program had ever been implemented. Carr's article was theoretical in nature and made no mention of the success or failure of such a program. Judging from the success of Peer Helpers in the many ways in which they had been used in the past, it seemed highly likely that their participation in a substance abuse program would be of great benefit.

The Peer Helpers at the writer's school had received training in the following areas outlined by Carr and Saunders (1980), as a result of their participation in the Peer Helping Program:

- Orientation, Getting Acquainted, Attending
- Awareness of Others, Nonverbal Attending
- Roadblocks to Effective Communication
- Listening Empathy
- Empathetic Listening (continued)
- Empathetic Listening
- Questioning Skills
- Self Disclosure, "I" and "You" messages
- Feedback
- Values Clarification
- Decision-Making, Problem-Solving
- Review, Ethics, Confidentiality, Referral

The writer believed that the skill levels of the Peer Helpers were good, and that they would add significantly to the success of a substance abuse program.

It was suggested that parents needed to be included in any effective substance abuse prevention program. Vertinsky (1989) wrote, "the quality of family relationships is inversely related to the young person's use of illicit drugs. Alienation from the family or negative communication patterns which include criticism, blaming and lack of praise are conducive to adolescent substance abuse" (p. 10). Many parents, unfortunately, did not recognize their influence in the areas of substance abuse. It appeared necessary that someone inform them.

Having students take personal control of their lives was advocated. Few writers had more practical impact over the past thirty years on the way early adolescents were educated than William Glasser. Control Theory, Dr. Glasser's latest area of interest, was based upon a rejection of the behavioral view of human behavior. Wrote Glasser (1984): "Any theory that contends that our behavior is a response to outside events or stimuli is wrong ... we are not an S-R system that stops because a light is red, but a control system that stops because it satisfies our need to stay alive" (p. 39).

One of the more important views expressed in "Control Theory" was the belief that "in order to take effective control of our lives, we have to learn how we function as a control system and make that learning an integral part of the way we live" (p. 39).

According to Glasser (1984), students needed to be empowered to take an active role in their own education, and that education must be based upon a willingness to allow them to meet their basic needs. An effective means of doing so, according to him, was to have them involved in cooperative learning and in learning teams as advocated by Slavin (1980) and Johnson (1984).

Several glossy substance abuse prevention programs were available which claimed to effectively reduce the level of substance abuse in schools. A recent review in Newsweek brought into question the actual value of the best-known. Many were very costly and had little proven impact. The writer felt confident that the utilization of local resources and the

involvement of local individuals would result in the best solution to the problem.

The provincial government had recently announced a substance abuse program. Rather than using a multifactorial approach, it relied mainly on teaching children to say "no", plus a lot of fanfare publicity concerning the evils of drugs and alcohol. The writer believed, based on the literature, that the provincial program was seriously flawed and its adoption at the school would have been an inadequate response to the problem of substance abuse among the students.

Description and Justification for Selected Solution

The problem of substance abuse among the early adolescents at the writer's school had never been adequately dealt with. The implementation of a program based on a multifactorial approach was justified, based on the writer's review of the literature. It seemed clear that a successful program must take into account three factors: the individual early adolescent, the peer group, and the child's family. And such a program should have utilized strategies designed to increase the self-esteem and sense of personal control of each participant.

The writer had evaluated the various resources available to the school and had identified the following: the members of the Counseling Department; the teaching staff; consultants from a professional substance

abuse program located in a neighbouring community; and the trained Peer Helpers at the school.

Initially, the professional consultants would provide substance abuse training for the school counselors. The training would focus on identifying potential abusers, current trends in substance abuse, and identification of resources available to help adolescents involved in substance abuse.

The Peer Helpers would be given information on what resources were available for adolescents who were involved in substance abuse. They would also receive training in how to identify potential substance abusers as well as information concerning specific, frequently-abused substances. As noted on page 24, the Peer Helpers possessed considerable interpersonal and problem-solving skills.

Once the school counselors had been trained, they would in turn provide further substance abuse training to the school's Peer Helpers. The training would be undertaken in order to allow for the utilization of Peer Helpers as facilitators. The Peer Helpers would then assist in the presentation of a specific substance abuse program to the students in grade 9, as well as through their work in the new Peer Helping program. The program would be delivered in classroom settings.

The Peer Helper assisted program would be structured to incorporate the following steps:

Step 1. Explanation of how groups function.

Most students spent much of their time working in groups, yet the dynamics of group interaction had never been explained to them. The Peer Helpers, however, had already had detailed instruction and experiential involvement with group dynamics during their initial Peer Helper training. The additional training being undertaken presently would further hone their skills. A specific model would be examined.

Step 2. Examination of basic human needs.

There were, of course, several different opinions on what are the basic human needs. The four described by Glasser (1984) would be discussed. These four needs were: the need to give and to receive love, and to experience a sense of belonging; the need for recognition and to feel a sense of personal worth; the need to have fun; and the need for freedom -- freedom to think one's own thoughts, express one's own ideas, and the freedom to select and live one's own lifestyle.

Step 3. Introduction to Transactional Analysis.

Developed by Eric Berne, Transactional Analysis provided a simple, effective means of understanding how others often controlled one's behavior, and what one could do to eliminate the destructive interpersonal "games" which were often played in human relations.

Step 4. Introduction of Glasser's Control Theory.

As discussed earlier, William Glasser was a strong proponent of the value of taking charge of one's life and becoming responsible for one's

actions. Through the explanation of his Control Theory, supplemented with exercises drawn from Losoncy (1982) and de Charms (1957), students would have the opportunity to witness the benefits of taking charge of their lives, and to discover not only how important their self-image was in determining their behavior, but that their self-images could be altered.

Step 5. Provide decision-making skills to students.

Janis and Mann (1967) had developed a simple but effective decision-making model with which the writer was very familiar. The model had particular value for early adolescents because it was easy to remember and to apply. It permitted students to examine how their actions impacted on themselves and on others, both in the present and in the future.

Early adolescents are expected to make all kinds of decisions in our modern world, yet the writer's experience had been that few of the students at the school had ever been taught strategies for making good decisions. Acquiring such a strategy and being able to apply it would provide students with a means to more objectively examine the decisions they had made or were making concerning substance abuse.

Step 6. "Healthy Lifestyle" discussion.

Once students had demonstrated not only the ability but also the willingness to apply a decision-making strategy to assist them in their problem-solving, they would be asked to brainstorm the concept of "Healthy Lifestyle". By this point, it was expected that the trust level within the group would be high, and that the honest sharing of ideas would take place.

The discussion which would take place once the brainstorming activity was completed would be led by a Peer Helper. It was expected that each class of students would come up with its individual "Healthy Lifestyle" model and that all of the models would share close similarities.

Step 7. Goal setting.

The goal setting activity would be individual in nature. Each student would be asked to set a personal goal for him or herself, which was congruent with a "Healthy Lifestyle". Students who were unable to commit themselves to such an undertaking would, of course, not be forced to do so. However, those who did would each write a letter to him or herself outlining his or her goal. The goal that each student set for him or herself would have to be measurable. In other words, rather than writing "I will cut down on my drinking", they would write something like "I will drink no more than ___ beer on any weekend". The letters would be sealed by each student, who had written his or her name on the outside. They would be collected by the writer and stored. Students who were not able or willing to set a goal would submit a sealed blank sheet. The sheets will be opened at the beginning of the second set of lessons.

The second set of lessons would involve the following activities:

Step 8. Evaluating goal achievement.

Students would have their letters returned to them. Each would be asked to evaluate his or her achievement of the goal. The Janis and Mann (1967) model would be used to enable students to decide for themselves

whether or not they were leading a healthier lifestyle now than they had been prior to the beginning of the program. This activity would be led by a Peer Helper.

Step 9. Examination of the influence of advertising.

At this point in the program, the emphasis would be placed mainly on the psycho-social setting of substance abuse. Students would be provided with examples of advertisements for alcohol, cigarettes, prescription drugs, and over-the-counter drugs. The question to be answered was, "What, if anything, is the hidden message?" (the hidden agenda of the advertiser). Themes such as "alcohol makes you interesting" or alcohol makes you sexier" or "life is painful but drugs make it bearable" would be examined using Albert Ellis' (1977) concept of Rational versus Irrational Beliefs. Students would be given the opportunity to replace the irrational messages of the advertisers with rational messages about the products.

Step 10. Presentation by outside professionals.

The outside professionals who were involved in the initial training of the counselors and the Peer Helpers would return to discuss the costs of substance abuse to individuals and society. The costs examined would be both economic and emotional.

Step 11. Student-based campaign.

At this point, it was envisaged that a successful student-based campaign would be possible. Activities would involve poster, banner, short story and poetry writing contests. Responsibility for the organization and the

carrying-out of the various activities would rest with the Peer Helpers and volunteer students. It was hoped that this campaign would spread the message of the substance abuse campaign throughout the school.

Step 12. Natural High - Healthy Lifestyle week.

Building on the expected success of the student-based campaign, a "Natural High - Healthy Lifestyle" week would be organized. The specific details would be the responsibility of the Peer Helpers under the guidance of the writer. It was expected that noon-hour activities such as an indoor track meet would take place. As well, guest speakers would be invited, and displays would be set up throughout the school.

Step 13. Reaching out.

In order to emphasize that substance abuse was not confined only to the school or to the specific age group of the students involved in the programs, the Peer Helpers would be invited to make presentations to both older and younger students at the school. As well, it was expected that they would be involved in presentations at the elementary school. The Peer Helpers would be involved in promoting the provincial government's "Counter-Attack" drinking and driving campaign among senior students at the school. Equally emphasized would be a "don't drive with a drinking driver" message for younger students.

Step 14. Involve Parents.

As discussed in Chapter II, the value of parental involvement in substance abuse programs was well-documented. The quality of parenting

skills and the communication within families were believed to be good predictors for substance abuse among early adolescents. Parents did have a role to play.

Two parent evenings were scheduled during the course of the program. Their purpose was fourfold: to inform parents of the unique and vital role they played in reducing the risk of substance abuse through effective parenting; to inform them of a series of parenting workshops which would be offered in the community by the professional substance counselors, provided enough parent interest was shown; to provide suggestions on how parents could build good communication and promote stronger and more positive relationships between family members; and to demonstrate necessary skills. The purpose of the evenings would not be to explain in detail the school program. That would be done, but only in a brief manner. A handout describing the student program would be available at both meetings.

Report of Action Taken

Prior to the practicum implementation, the writer and the school's Coordinator of Student Services met with the professional substance abuse agency staff in order to develop an outline for the twenty hours of instruction that would be provided to the school's Peer Helpers. The agency staff offered to lead the Peer Helper training sessions. Their offer was accepted. The Peer Helper training was in preparation for the role they would play in the classroom presentations. It covered the following topics:

- The Developmental Tasks of Adolescence
- Roadblocks to Normal Development
- Maslow's Hierarchy of Needs Theory
- Ellis' Rational versus Irrational Beliefs
- Glasser's Control Theory
- Co-Dependency
- Recognizing and Changing Enabling Behaviors
- Personal Empowerment
- Identifying Potential Abusers
- The Classification of Drugs and Their Effects
- Current Trends in Substance Abuse
- Resources Available to Help Adolescents Involved in Substance Abuse.

The Peer Helpers reacted positively to their preparatory training program and proved to be active and enthusiastic participants. They were eager to share their new-found knowledge with other students.

The writer effectively utilized the Peer Helpers as group facilitators during the classroom presentations' portion of the substance abuse prevention program. The Peer Helpers led discussions, answered questions and modelled frankness and honesty to their peers -- the students in the junior high level classroom. They added credibility and spontaneity to the program. Their previously acquired peer counseling skills enabled them to be skilful facilitators.

The involvement of the Peer Helpers in making the classroom presentations, plus their other commitments stemming from their involvement in either the Peer Helping Club or the Peer Helping credit course, was extensive. It became apparent, early in the implementation stage of the practicum, that the trained Peer Helpers risked becoming over-extended if they continued to take on total ownership of all aspects of the proposed substance abuse prevention program. The writer believed that perhaps another group of students could assist in promoting community awareness and in the delivery of the program to students, both at the writer's school and at the community's elementary schools as well.

The writer was committed to utilizing the power of student leadership in order to deliver the substance abuse prevention message. Consequently, the writer, with the help of a fellow teacher and the school police liaison officer, organized a group of interested students (twenty-four from grades eight and nine, and four from grade twelve) into a club, using the provincial Insurance Corporation's Counterattack program. The Corporation had started promoting Counterattack programs some years ago in order to advance its "don't drink and drive" message. The Insurance Corporation organized a leadership conference each autumn and provided promotional literature, buttons, and access to films in support of their theme. No other resources were provided through it.

While the Counterattack Club was getting organized, a poster display was mounted in the school library (See Appendix C). The display provided

information concerning the risks of substance abuse and outlined resources where further information could be obtained. The school librarian was of great assistance in locating the resource materials. Many students viewed the display.

At the same time as the Peer Helpers were continuing to concentrate on supporting and delivering the classroom instructional program, the Counterattack group organized an anti-substance abuse and driver awareness program for the Christmas holiday season. The students sold and launched one thousand message-filled biodegradable balloons (See Appendix D). The media attention generated by the event was far greater than expected. The event made the front page of the local newspaper, and was mentioned in the Saturday metropolitan edition of the nearby metropolis' largest newspaper. As well, the Canadian Broadcasting Corporation's evening news program, which was seen across the province, also mentioned the event. The students were amazed to see the impact that they had achieved in getting their message heard.

At the beginning of the new year, three of the Peer Helpers were invited to appear on a cable network television program entitled Voices on View, to discuss the school's substance abuse prevention program (See Appendix E). The Peer Helpers had been recommended to the program's producer by the outside substance abuse prevention agency, which had provided the substance abuse training to them.

The writer, the school's Coordinator of Student Services, and members of the Peer Helpers attended the Communities Against Substance Abuse (C.A.S.A.) Conference, held in a neighbouring city. After hearing about the school's Peer Helper-assisted substance abuse program, representatives from the school's host community resolved to investigate the possibility of implementing similar programs in each of the five other secondary schools in the district (See Appendix F).

As a result of the C.A.S.A. Conference and the interest expressed in the peer-assisted substance abuse program, the writer was interviewed and featured in the local newspaper (See Appendix G).

Meanwhile, Peer Helpers visited each of the grade seven classrooms in the community. The grade seven students were eager to meet with them, and asked many questions.

A high point in the implementation of the program came when Michael Buckingham, a former Washington State Trooper, addressed the school's student body during two Counterattack Club-sponsored assemblies. A powerful, dynamic speaker, Michael, who was disfigured as a result of his patrol car being rammed by a vehicle driven by an intoxicated driver, spoke to the senior students on the consequences of driving while intoxicated, and to the junior students on the dangers of riding with someone who is intoxicated. The students were visibly moved by this inspirational individual, who was forced to remake his life as a result of someone else's decision to drink and drive. Overcoming what many might have considered to be

impossible obstacles, Michael is today a vigorous, witty, active participant in life. As he stated, he chose, after the accident, to rebuild his life rather than to accept death. Michael was living proof to the students at the assemblies of the power of choice that each individual possesses. This theme, central to the substance abuse prevention program, could not have been delivered more powerfully (See Appendix H).

The Counterattack Club and its banner, donated by a local sign company, were visible at almost all school functions during the practicum implementation period. Members mounted displays at parent-teacher interviews, in the foyer of the school theatre during performance evenings, at assemblies and at school dances, where they ran the concession and the coatcheck stand. They served non-alcoholic drinks to graduating students and their parents when the Graduation Class organized two "Murder Mystery Evening" events as fundraising activities. The Club's "Take the Mystery out of Drinking and Driving -- Drink Counterattack Club Non-Alcoholic Beverages" sign, which was cleverly tucked into the decor of the evening, was a true show-stopper.

Members of the school's Counterattack Club were invited to act as facilitators and group leaders at an Insurance Corporation sponsored all-day Leadership Conference for elementary school students from several school districts, including the writer's (See Appendix I).

They took their message to the local elementary schools with a well-publicized poster contest. Presentations were made to the elementary school

principals and to each of the grade seven classes. The event was highly successful (See Appendix J).

Members also submitted to a contest a script for an anti-substance and driving public service announcement video aimed at adolescents. The contest was sponsored by the Block Watch Crime Prevention organization. The organization chose the club's submission as the one it would sponsor. Club members were ecstatic. They arranged the costuming, the make-up and the props. The filming was done by a professional crew. The thirty-second public service message was to be shown this summer over several local cable networks, and there was the possibility that it would be shown throughout the province this autumn (See Appendix K).

During the implementation period, parents were encouraged to take an active role in preventing substance abuse. School newsletters carried information about the program, and two parent workshops dealt with ways parents could help their children through positive parenting to avoid substance abuse (See Appendix L).

The Healthy Lifestyles Week activities were not carried out as such. Several clubs, most notably the Outdoors Club and the Environment Club, joined together for the first time in order to celebrate a series of excellent activities which led up to Earth Day. In a spirit of cooperation, these clubs organized many well-planned events, several of which would have only been duplicated had Healthy Lifestyles Week proceeded. It was felt that since, in essence, the goals of Healthy Lifestyle Week were being served by the Earth

Day-centred activities, the students who might be involved in planning and organizing Healthy Lifestyles Week should either join the new group or continue working on other activities.

At the same time as Earth Day activities, the Athletic Department of the school organized a three-kilometre walk or run for charity. The majority of students at the school participated. The high turnout was due in part to the early dismissal of the school. Given that these excellent activities were organized for the same time as the proposed Healthy Lifestyles Week, it seemed reasonable that the students involved in the substance abuse prevention activities should support these worthwhile endeavors rather than attempt to compete with them. After all, the student body would be the beneficiary of the activities, no matter who claimed the glory for organizing them.

At the end of the implementation period, the members of the Counterattack Club were in the process of designing T-shirts featuring the club's own logo, which had just been designed by a student at the school. The students hoped, after the initial printing, for club members to be able to offer them for sale to the general student population.

Meanwhile, the members of the Counselling Department were actively working with a new group of Peer Helpers in order to prepare them for their roles next year. The already trained Peer Helpers were continuing to provide support to programs throughout the school.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The writer believed that the goal of the practicum, to reduce the level of alcohol and drug abuse among the early adolescents at the writer's school, would be attained if four specific objectives were met.

The four objectives were:

Objective 1

The first objective was that the early adolescents at the writer's school would state that they had an increased sense of personal control over their own lives as a result of the program. The achievement standard would be deemed to have been met if forty-five of sixty randomly selected students answered "yes" to the question of whether or not they had an increased sense of controlling their own destinies as a result of their having participated in the solution strategy program. Two questions contained in the Final Student Survey (see Appendix M) addressed the question of personal control. Question number nine addressed the question of whether students felt generally more in control of their lives now than they had previously. Forty-six students answered "yes", six answered "no", and eight answered that they were "unsure". However, question number ten of the same survey asked whether the school program on substance abuse and lifestyle had helped students to take more personal control of their lives. Twenty-six students

answered "yes", twenty-two answered "no" and twelve answered that they were "unsure". Strictly speaking, then, the first objective of the practicum was not met. While the randomly selected students who completed the Final Student Survey felt more in control of their own lives than they had previously, they did not directly attribute this new-found control to the writer's program. (See Table 4 for Selected Final Student Survey Responses.)

Table 4

Selected Final Student Survey Responses

Item No.	Statement	Response Pattern		
		Yes	No	Unsure
9	I have a greater sense that I am in charge of my life than I used to	46	6	8
10	The school program in substance abuse and lifestyle has helped me to take more responsibility for my life and actions than I used to.	26	22	12

Objective 2

The second objective was that students would be taught a specific decision-making strategy to solve problems. Using a structured interview format (see Appendix N), the writer presented individuals with a specific dilemma (see Appendix O) and asked them to use the decision-making strategy to resolve it. The achievement standard would be deemed to have been met if fifteen of twenty randomly-selected students were capable of resolving the dilemma through the use of the decision-making strategy taught

them. Sixteen of the randomly-selected students were able to utilize the decision-making strategy appropriately. Four were not. The second objective was met. (See Table 5 for Selected Structured Dilemma Interview Record responses).

Table 5

Selected Structured Dilemma Interview Recall Sheet Responses

Item No.	Statement	<u>Response Pattern</u>	
		Yes	No
1.	The student is capable of using the decision-making strategy to resolve the dilemma	16	4
2.	The student is able to explain the steps used to resolve the dilemma	16	4
3.	The steps used are congruent with those achieved in the decision-making strategy	16	4

Objective 3

The third objective was to have students work in small groups to develop models for living "healthy lifestyles". These models were then to be presented to larger groups and approved by consensus. Students were to demonstrate their ability to explain the models to others. The writer, in order to determine the ability of students to do this, conducted structured interviews (see Appendix P) with twenty randomly-selected students. The standard of achievement would be judged as having been met if fifteen of the twenty students were able to accomplish the task. Fifteen students were

able to do so. The third objective of the writer's practicum was met. (See Table 6 for Selected Healthy Lifestyle Interview Record Sheet responses.)

Table 6

Selected Healthy Lifestyle Interview Record Sheet Response

Item No.	Statement	Response Pattern	
		Yes	No
1.	Student seemed confident of being able to demonstrate it (Healthy Lifestyle Model).	15	5
2.	Model was comprehensive.	15	5
3.	Model was the same as that demonstrated by another member of the group.	15	5
4.	Student was able to answer questions concerning the model.	15	5

Objective 4

The fourth objective was to have students respond on a questionnaire that they had experienced a decrease in substance abuse as a result of their participation in the solution strategy program (see Appendix Q). Sixty randomly-selected students were surveyed. The objective would be met if forty students stated they had experienced such a decrease. Thirty-eight students answered "yes", twenty answered "no" and two answered "unsure" when asked if, as a result of the program, they used alcohol and drugs less than before the commencement of the program. The fourth objective of the

practicum was not met. (See Table 7 for Selected Final Student Questionnaire responses.)

Table 7

Selected Final Student Questionnaire Responses

Item No.	Statement	Response Pattern		
		Yes	No	Unsure
1.	The school's substance abuse and lifestyle program has been worthwhile for me.	44	10	6
4.	As a result of this program, I believe that I use alcohol and drugs less than before the program.	38	20	2
5.	As a result of this program, I believe that I use alcohol and drugs less than I would have had the program not been available.	38	20	2
6.	The school's substance abuse and lifestyle program should be offered to other students.	46	10	4

The results for each objective are presented in Table 8.

Conclusions

The writer was intrigued that objectives one and four were not met, and interviewed several students in an attempt to ascertain possible explanations as to why they were not. The writer was encouraged by the fact that, in the case of the first objective, forty-six of sixty students felt that they had gained a greater sense of personal control over their lives than they

had previously experienced. Although only twenty-six of the students directly linked this increase with the practicum program, it must be

Table 8

Measurement of Objectives

The End Result	Evaluation Tool	Standard of Achievement	Actual Achievement
1. Students would state that they had an increased sense of controlling their own destinies as a result of the program	Survey	45 of 60 randomly selected students would state that they had an increased sense of controlling their own destinies	26 of 60 students stated that they had an increased sense of controlling their own destinies as a result of program
2. Students would develop and be able to explain a model for living a "healthy lifestyle"	Interview	15 of 20 randomly selected students would be able to describe the key aspects of the group's model for a "healthy lifestyle"	16 of 20 selected students were able to describe the key aspects of the group's model for a "healthy lifestyle"
3. Students would demonstrate the ability to apply a specific decision making model to solve dilemmas based on realistic life situations	Interview	15 of 20 randomly-selected grade 9 students would be able to resolve a dilemma presented to them using a specific decision-making model	15 of 20 selected students were able to resolve a dilemma presented to them using a specific decision-making model
4. Students in grade 9 would report a decrease in substance abuse as a result of the program	Survey	40 of 60 students surveyed would indicate that they have decreased substance abuse as a result of the program	38 of 60 students indicated that they had decreased substance abuse as a result of the program

remembered that the implementation period extended over eight months, and consequently it seems reasonable to assume that the program did in fact have a greater impact in influencing the students than the numbers indicate. There are two possible reasons which lead to this conclusion. First, the practicum program, as outlined previously, was a complex undertaking involving many components. Many of the components, the writer believes, had a positive

impact on the students of the school. For example, the Michael Buckingham assemblies appeared to have had a major impact on students' thinking concerning the power of choice and the critical need to make wise decisions in life. However, it is very conceivable that many of the students did not link Mr. Buckingham's presentation with the classroom presentations made by the Peer Helpers and the writer, or with the many activities carried out by the Counterattack Club. Not all of the activities undertaken during the practicum implementation were specifically promoted as being a part of the program. The writer chose not to do so because he was concerned that some students might close their minds to the important messages being conveyed if they heard the label "substance abuse prevention" being used to describe each and every activity which was carried out. The value of taking control and of making reasoned, rational decisions would be evident, the writer believed, from the activities themselves. He was also concerned about the development of a backlash against the program by certain staff members at the school. The writer recognized that in order to assure the program's success, it was important to avoid the potential for the development of professional jealousy if at all possible.

The consequence may have been that when answering the question of whether the program influenced them to take more responsibility in their lives, the students who responded to the survey interpreted the program being spoken of too narrowly, and therefore did not take into consideration the true

program in its totality. The subsequent discussions with students tend to support this view.

In the case of the fourth objective, the writer believes that the standard of achievement chosen may have been unrealistically high. The writer, despite the failure of the practicum program to meet the preset standard, is encouraged by the fact that thirty-eight of the sixty students did believe that the program resulted in their decreasing the use of alcohol and drugs.

The writer was particularly pleased to note that forty-seven of the sixty students randomly surveyed felt that the program should be offered next year.

The writer recognizes that it is difficult to evaluate the impact of any substance abuse prevention program. The evaluation utilized in this practicum depends in large part on students providing honest answers to personal questions. The writer made great efforts to provide anonymity to the respondents. All questionnaires had a blank cover sheet over them and students could answer the questionnaires by simply using check marks. Dividers were placed between the students who completed the questionnaires in order to guarantee that no other student could determine how an individual answered his or her particular questionnaire. Completed questionnaires were placed in a large box. When all questionnaires were collected, a student was randomly selected to shuffle the contents. Thus, it is reasonable to assume

that the results obtained are a true reflection of the opinions of the students, since there was nothing to be gained by being untruthful.

The writer was pleased to note the "spin-off" effects of the various activities. As each project was completed, one of the direct results was the opportunity to take on a new endeavor. This ongoing chain of activity resulted in an ever-increasing sense of accomplishment for the students who were involved in organizing and carrying out the various aspects of the substance abuse prevention program.

These students continued to gain confidence in their leadership abilities throughout the implementation period. Consequently, they were willing to take on ever greater leadership roles.

The students involved in delivering the substance abuse prevention program became powerful, positive role models for their peers. They did so, the writer believes, because they were given the opportunities and the support necessary to risk failure while having the courage to strive for success. These students chose to make a positive difference in the lives of their peers.

Recommendations

The best means of evaluating any substance abuse prevention program would be to conduct a longitudinal study to determine if short-term decreases in substance abuse are maintained over long periods of time; ideally, the lifetime of the students involved in the program. Such an evaluation scheme is not possible, given the time constraints of the practicum format. However,

the writer recommends that, in the interests of determining the longer-term efficacy of the program to reduce substance abuse, evaluations be conducted annually over the next three years to determine if the goal of the practicum, to reduce substance abuse among early adolescents at the writer's school, is maintained over the longer term.

The writer recommends that the program be continued next year. He further recommends that the classroom instruction portion of the program be expanded to include senior students.

The Peer Helpers proved to be excellent facilitators in delivering the classroom instruction portion of the program. The writer recommends that the school counseling department examine ways of utilizing them to enhance the delivery of other prevention programs, most notably the adolescent suicide prevention program, which is taught by special counselors from an outside social services agency.

Special funding should be provided to the school's counseling department in order to allow it to enhance the existing program and to provide release time for department members so that they might present workshops at other schools throughout the district.

The writer recommends that in order to encourage and promote the school's substance abuse prevention program at other schools within the district, the school board seriously consider the establishment of a district coordinator of counseling services position, so that a qualified individual

could devote his or her full attention to the establishment and maintenance of this and other innovative programs throughout the district.

Dissemination

The writer proposes to outline the school's substance abuse prevention program to the school district's Counselors' Association in the near future, along with his recommendations for future action. A copy of the practicum report will be donated to the District Resource Centre. The author also proposes to prepare, at an unspecified time, an article for publication which will describe the substance abuse prevention program at the writer's school.

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APPENDIX A
PEER HELPER QUESTIONNAIRE

Peer Helper Questionnaire

Directions: Place a check mark next to the answer which best describes your opinion.

1. There is a problem of alcohol and drug abuse among the students at this school.
☐ Yes
☐ No
☐ Unsure
2. This school has an adequate alcohol and drug abuse program.
☐ Yes
☐ No
☐ Unsure
3. This school needs an effective alcohol and drug abuse program.
☐ Yes
☐ No
☐ Unsure
4. Friends play a major role in determining whether a student will abuse alcohol or drugs.
☐ Yes
☐ No
☐ Unsure
5. Most students would benefit from an opportunity to discuss and learn about why people abuse drugs and alcohol.
☐ Yes
☐ No
☐ Unsure

APPENDIX B
STUDENT QUESTIONNAIRE

Student Questionnaire

Instructions: Place a check mark next to the answer which best describes your opinion. When finished, fold the questionnaire and place it in the box.

ALL ANSWERS WILL BE KEPT CONFIDENTIAL.

DO NOT PUT YOUR NAME ON THIS FORM.

- PLEASE BE TRUTHFUL IN YOUR RESPONSES -

Section A

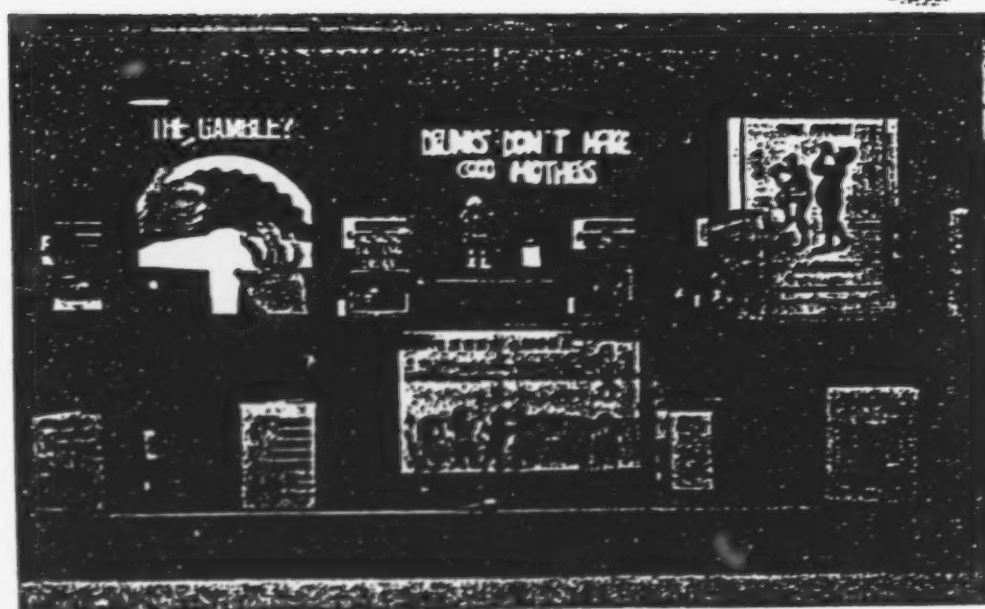
1. Have you ever smoked a cigarette?
☐ Yes
☐ No
☐ Unsure
2. Have you ever drunk alcohol without your parents' knowledge?
☐ Yes
☐ No
☐ Unsure
3. Have you ever been to a party where alcohol or drugs were offered to you?
☐ Yes
☐ No
☐ Unsure
4. Have you ever been questioned by your parents or guardians about your alcohol or drug use?
☐ Yes
☐ No
☐ Unsure
5. Have you ever tried marijuana?
☐ Yes
☐ No
☐ Unsure

6. Do most young people your age use alcohol on a regular (at least twice a month) basis?
- ☐ Yes
 - ☐ No
 - ☐ Unsure
7. Who gave you alcohol the first time you used it?
- ☐ I have never used it
 - ☐ Friend
 - ☐ Older brother or sister
 - ☐ Other relative
 - ☐ Someone who is neither a relative nor a friend
8. The last time you used alcohol was:
- ☐ I have never used it
 - ☐ At least a year ago
 - ☐ Three to six months ago
 - ☐ One to three months ago
 - ☐ Two to four weeks ago
 - ☐ Within the last two weeks
9. Among your friends, what percentage use alcohol regularly (at least every two weeks)?
- ☐ 0 - 20%
 - ☐ 21 - 40%
 - ☐ 41 - 60%
 - ☐ 61 - 80%
 - ☐ 81 - 100%
10. Among the students in grades eight and nine, what percentage use alcohol regularly (at least every two weeks)?
- ☐ 0 - 20%
 - ☐ 21 - 40%
 - ☐ 41 - 60%
 - ☐ 61 - 80%
 - ☐ 81 - 100%
11. If you wanted to get alcohol, how difficult would it be to get it?
- ☐ very easy ☐ very difficult
 - ☐ easy
 - ☐ difficult

12. How concerned are your parents or guardians about alcohol use among you and your friends?
- ☐ very concerned
 - ☐ somewhat concerned
 - ☐ not very concerned
 - ☐ unconcerned
13. How concerned are the parents or guardians of your friends about alcohol use among you and your friends?
- ☐ very concerned
 - ☐ somewhat concerned
 - ☐ not very concerned
 - ☐ unconcerned
14. How concerned are the teachers at your school about the use of alcohol or drugs by students?
- ☐ very concerned
 - ☐ somewhat concerned
 - ☐ not very concerned
 - ☐ unconcerned
15. If concern about student alcohol or drug abuse exists among teachers, is it because they worry about:
- ☐ students' marks dropping
 - ☐ the reputation of the school being harmed
 - ☐ parents blaming them
 - ☐ the physical and mental welfare of students
 - ☐ other
16. Students who use alcohol on a regular basis (at least every two weeks) do so because they:
- | | |
|---|--|
| ☐ want to be accepted by their friends | ☐ want to rebel against their parents |
| ☐ want to act mature | ☐ other |
| ☐ want to forget their problems | |
| ☐ want to be popular | |

17. The most popular illegal substance used by students in grades eight and nine is:
- ☐ Cocaine
 - ☐ L.S.D.
 - ☐ Marijuana
 - ☐ Alcohol
 - ☐ Other
18. Do you consider alcohol and drug abuse to be a problem among students at your school?
- ☐ Yes
 - ☐ No
 - ☐ Unsure
19. Do you think that this school has an adequate program which educates students about alcohol and drug abuse?
- ☐ Yes
 - ☐ No
 - ☐ Unsure
20. Do you believe that students at this school would benefit from a program which allows them to discuss and learn about why people use drugs and alcohol?
- ☐ Yes
 - ☐ No
 - ☐ Unsure

APPENDIX C
PHOTOS OF POSTER DISPLAYS



APPENDIX D
DECEMBER BIODEGRADABLE
BALLOON LAUNCH

John Savage and Rita Johnston to meet council

It was one year ago it happened. Two motorists were travelling along Highway 17 at the bend in the road near 28th Avenue. One crossed the centre line, initiating a ferocious head-on collision. Both were pronounced dead at the scene.

The tragic December 11, 1986 accident immediately spurred an outcry for cement medians to be installed on the dangerous four-lane highway. It was hoped dividers would prevent such carnage from ever occurring again.

But 366 days later they are still not in place. "We'd obviously like to see them installed. But

until we get the east-west link ironed out we can't," Mayor Doug [redacted] told The Optimist yesterday morning.

Shortly after last year's fatal collision, MLA John Savage lobbied his provincial colleagues to have centre barriers erected from the

By TED MURPHY
News Editor

ferry terminal to the Highway 99 junction. Within weeks, then transportation and highways minister Neil [redacted] agreed to the request.

Since that time, however, the issue has been

caught in a bureaucratic jungle. Both Savage and [redacted] have made recent attempts to have the situation resolved once and for all.

When contacted on the weekend, Savage said he had spoken with Transportation and Highways Minister Rita Johnston to arrange a meeting between provincial and municipal officials.

Savage said it is imperative ministry and municipal representatives sit down together to work out an agreeable solution. He said a date hasn't yet been established, but expects the

Continued on page 4

Betty Bennett died Dec. 11

Betty Bennett, wife of former Mayor Ernie Bennett, died December 11 at her Ladner home after battling with cancer for nearly a year.

Funeral services have been arranged for Thursday, December 14 at the All Saints Anglican Church at 2 p.m.

THIS OPTIMIST



Members of South Secondary's Counter Attack club released 1,000 message-bomb balloons into the sky December 8 in an effort to increase awareness of the dangers of drinking and driving.

SECOND CLASS MAIL REGISTRATION 1115 22¢ per copy + GST GST #R123456789
6789 1000 - Issue 42 Tuesday, December 12, 1987

AFTER TWO DECADES

Spetifore has lost control

Dairy cattle operation will continue

After battling zoning laws and public opinion for almost two decades, George Spetifore has lost control of a 750-acre parcel of Boundary Bay property that has been in his family for years.

On Friday morning Century Holdings Ltd. of Vancouver began proceedings to assume the title of the land that has been the centre of controversy and intense political pressure over the last few years.

"They didn't want to come up with any money for it. And they didn't come up with any money for it," said George Hodgins, president of Century Holdings. "I just wanted to be a good corporate citizen but unfortunately this has had to happen."

Century Holdings acquired the mortgage on the Spetifore farmlands — known in recent times as the TDI lands — in April of last year from the Canadian Imperial Bank of Commerce.

The \$15 million-plus principal was payable on demand, while more than \$100,000 in interest was due on the last day of each month. TDI began defaulting on the interest payments in November of last year.

After repeated requests for pay-

ment, Hodgins began foreclosure proceedings earlier this year. On November 7, a Supreme Court judge ruled that TDI had

By PETER BUSCH
Staff Reporter

one month to repay the mortgage and back taxes.

The judge reasoned that since land east of 56th Street near the United States border was not likely worth the amount owed on the mortgage, TDI would be given only one month to repay.

TDI was trying to sell the property during its final few months as a mortgagor, listing it with Colliers, Macleod & Co. at \$40 million.

But the property seemed an unlikely pending the study on human activity in Boundary Bay, planned by the marine TDI development proposal.

As of December 7, TDI owed Century Holdings \$18,237,777.55, accumulating \$7,000 a day in interest charges.

Continued on page 4

One dead in Hwy. 10 overpass accident

One woman is dead and another in critical condition following a December 8 accident on the Highway 10 overpass at Highway 99.

The two vehicle head-on collision occurred at 8:40 p.m. Dead is Sheila Chan, 77, who was the passenger in a Dodge Caravan driven by her son, Simon Hung of 11969 Burnwood Avenue. Simon Hung suffered only minor injuries.

The driver of the second vehicle was Brenda May 1'age, 40, of 4845 - 104th Street. She is Royal Columbian Hospital. Her condition is described as critical. The matter is still under investigation.

24 THE ~~OPTIMIST~~ OPTIMIST, ~~1989~~, ~~1989~~, Tuesday, December 12, 1989



1,000 balloons open CounterAttack

The gloomy grey skies over ~~the~~ Secondary were shattered by a mass of colour December 8 as the students' CounterAttack club set off 1,000 green, white, yellow and black balloons.

The 231 black balloons represented the number of deaths in 1987 caused by drinking drivers in ~~the~~.

"We're just trying to tell everyone not to

risk their lives and the lives of other people by drinking and driving," said grade nine student Rupi Mattu.

The biodegradable helium-filled balloons contained anti-drinking and driving messages handwritten and typed by students on recyclable paper. They were sold during school lunch hours for 25¢ each, resulting in \$250 cash for the Counter-

Attack fund.

According to Mattu, the money will cover the cost of supplies with the surplus to be used for future CounterAttack events and programs.

"We're letting everyone know about the deaths that have been caused from drinking and driving," said Mattu.

The CounterAttack club, headed by stud-

ent Yvonne Broeder, meets Tuesdays at lunch to discuss new ways of increasing awareness about the hazards of drinking and driving.

More than half of all vehicle accidents in ~~British Columbia~~ are alcohol-related. With any luck, the students at ~~the~~ Secondary will be reducing these alarming statistics.



M A R I L Y N
STUSIAK
Teen scene

● "Please don't drink and drive."
That plea and other similar messages relating to traffic safety over the holiday season were inserted in close to 1,000 helium-filled biodegradable balloons released from ~~the~~ secondary school grounds yesterday.

Grade 9 student Greg Chard reports this big liftoff was part of a campaign by the school's 25-member Counter Attack group to create awareness about the dangers of substance abuse and driving.

THE SUN

DECEMBER 9, 1990

APPENDIX E
PEER HELPER TELEVISION INTERVIEW



Surrey Community Resource Society

Dedicated to empowering individuals, supporting families, and promoting community health.

15104 Fraser Hwy. [REDACTED] 3P1

[REDACTED]-3330

January 12, 1990

[REDACTED] Secondary School
4615 - 51st St.
[REDACTED], [REDACTED]
[REDACTED] 2V8

ATTENTION: Mr. Bob Bourgeois

Dear Mr. Bourgeois:

I would like to take this opportunity to thank you for the co-operation we received from [REDACTED] Secondary School.

It was a pleasure to be able to highlight your "peer-counsellor" program. The finished segment will hopefully reach you by the end of this month. "Voices on View" is currently airing on all cable systems throughout [REDACTED], [REDACTED], and [REDACTED].

In coming months, the format of the show will be condensed and enhanced, so hopefully we will be able to meet with you and your students again for a bigger project. Since our project is on a 4 month funding cycle, the time has arrived for re-application. To assist us (and to provide feedback) on our programs continuance within the communities we would appreciate a letter of support for "Voices on View" and/or an acknowledgement of our previous contact.

Once again, thank you and we look forward to working with your school in the future.

Sincerely,

SURREY COMMUNITY RESOURCE SOCIETY

Tara Goodless-Mason
Tara Goodless-Mason
Producer
Voices on View

TGM/bl

APPENDIX F
C.A.S.A. CONFERENCE

Group promotes drug awareness

Community Awareness. That was the initial goal, and the result, of the first Community Action Conference organized by CASA (Communities Against Substance Abuse) a coalition of community groups and individuals from ~~the~~ ~~the~~ ~~the~~ and ~~the~~. The Conference held at ~~the~~ Golf Club in ~~the~~ on Saturday, November 25, brought together over 100 leaders and representatives from the four communities to discuss the basis for healthy communities and what actions can be taken to achieve that objective.

The morning session dealt with defining what constitutes a healthy community and determining some longer term objec-

tives in moving towards that goal. In these sessions and the following panel discussion, the primary theme was that real progress was only going to be made at the local level by getting the community involved in the process. Although some large scale government initiatives were discussed, these were in the minority with most groups feeling that the local communities must become involved in defining and developing solutions to their problems.

In the afternoon sessions, the participants were divided by municipality to determine a positive short term objective and action plan which would help their community move towards

their long-term objective. The dominant theme arising from these discussions was the need to facilitate communications. This included both obtaining information from the public on their problems and making the public more aware of resources available to them. One of the ~~the~~ groups will also endeavour to investigate the feasibility of establishing peer counselling in all secondary and junior secondary schools in ~~the~~

APPENDIX G
SUBSTANCE ABUSE PROGRAM NEWSPAPER ARTICLE

Peer pressure can be positive

Parents concerned about the negative influences of peer pressure should take note of a program now in its second year at **St. John's Secondary School**.

by Marilyn Grunstone

Peer pressure made positive: that's the result of the Peer Helper program, says school counselor Bob Bourgeois and it's having a big effect on students at the school.

The program is designed around the reality that "kids to kids" for help with their problems, he explains. Adults are seen as authority figures and are often considered unapproachable, so the logical answer is to provide students with people their own age who are skilled in helping others cope with personal problems and crises.

"We're using the strength of

the natural tendency to turn to your peers," Bourgeois says, explaining the basis for the program.

The secret is to provide positive role models from within their own peer group, people who are easy to talk to and whose opinions will be respected.

For that reason, those who become peer helpers are chosen by their fellow school-mates; when the program was first implemented, students were asked to name the person or persons they would most likely turn to for help or advice.

From that, a list of potential helpers was compiled and those who were willing to take on the challenge began last year as a club. The club is still in operation, but a locally developed credit course has now been set up and students complete an official 30

hours of training that lets them help others while earning a credit toward graduation.

The training is provided by the school counselors, says Bourgeois, and focuses on communication skills, decision-making strategies and goal setting. Bourgeois and fellow counselor Bill Bellamy oversee the program and keep a close eye on the peer helpers' activities.

The Peer Helper Resource Centre is open every day at lunchtime and after school and most of the peer counselling takes place there, Bourgeois explains.

An additional aspect has recently been added to the program: the peer helpers have just completed a 24-hour course in substance abuse prevention. The training—provided by professional counselors from **Family Services**—is part of a mandated

program for students at the junior high level, says Bourgeois.

Having their peers deliver messages about the dangers of substance abuse makes the whole situation more "believable," he adds. Some youngsters experiment with drugs and alcohol—the average age at which **St. John's** children first try alcohol is 12, says Bourgeois—and that reality has to be faced head-on if anybody is going to get through to them.

"We try to explain to them what they're experiencing during adolescence," he says and wishes that framework the program tries to promote the concept of a healthy lifestyle. Just saying, "Don't do that, it's wrong," usually doesn't work.

"Rather than trying to pull bodies out of the river, we teach them to swim."

And so far, the program is proving to be quite successful. Feedback from parents has been positive, according to Bellamy.

And Bourgeois says the **St. John's** school board and **St. John's Valley College** have both expressed interest in implementing similar programs and a committee was recently formed to look at expanding peer helping to other schools in **St. John's**.

"It works because the school administration (at **St. John's Secondary**) believes in it," says Bourgeois and he says he is hopeful other schools will pick up on its success.

APPENDIX H
MICHAEL BUCKINGHAM ASSEMBLIES

10 ~~Seattle~~ Today February 7, 1990

If we choose to drink, we must choose not to drive—simple. The results of driving drunk can be devastating and Michael Buckingham has the scars to prove it.

Buckingham, 37, is a former Washington state trooper; nine years ago he fell victim to a drinking driver who caused an accident that saw the trooper's patrol car burst into flames.

Buckingham spent nine months in hospital, undergoing extensive surgery to repair the damage caused by the burns he suffered. His face and hands serve as a reminder of that terrible accident.

Once healed, Buckingham went on the road, taking his message to students across northwestern Canada and the U.S. His talk centres around the power of choice and he tells students we all have a responsibility to those before us all.

The event was sponsored by the ~~Seattle~~ Secondary School's Counterattack Committee and Buckingham spoke to over 1,300 students who attended two special assemblies Jan. 20.

Photo by Rick Peltier

MICHAEL W. BUCKINGHAM
P.O. BOX 103
ENUMCLAW, WA 98022
(206) 833-3322

February 15, 1990

Mr. Bob Bourgeois, Counselor
 Secondary School
4615 - 51st Street
, .

Dear Bob,

I appreciated your assistance in making my visit to your school possible last month. I was pleased by the response of the audience as well as the questions that they posed. It is refreshing to see that young people are receptive to the message regarding Impaired Driving.

Please thank the powers that be for allowing me the opportunity to share with the school. I pray that my visit helped share some information that will be useful to some students for the rest of their lives. I enjoyed the opportunity to be able to have shared that time with all who were present. If I can be of any other assistance in the future, please call on me.

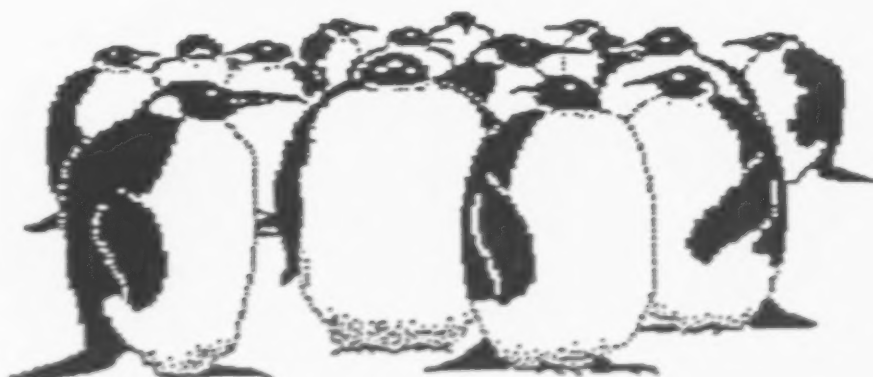
Sincerely,

Mike

Michael W. Buckingham

APPENDIX I
ELEMENTARY SCHOOL LEADERSHIP CONFERENCE

THANK YOU



~~BRIDGE~~ SECONDARY SCHOOL

FOR YOUR HELP AND PARTICIPATION IN THE
TRAFFIC SAFETY LEADERSHIP CONFERENCE
1990

ICBC
TRAFFIC SAFETY

APPENDIX J
ELEMENTARY SCHOOL POSTER CONTEST

4 THE ~~OPTIMIST~~ OPTIMIST, ~~1990~~, ~~1990~~ Wednesday, May 16, 1990



St. John's Secondary CounterAttack club members Jennifer ~~Wright~~, Darlene ~~Wright~~, Dana ~~Wright~~, Michelle ~~Wright~~, Laura ~~Wright~~ and Catharine ~~Wright~~ look through entries of the grade seven poster-slogan contest.

██████████ Sec. CounterAttack Club

Not only have the members of ██████████ Secondary's CounterAttack Club been active in getting their anti-drunk driving and their substance abuse prevention messages out to their peers at ██████████ Secondary, they are currently getting elementary students involved as well.

The club recently sponsored a highly successful poster/slogan contest for grade seven students in the community. The purpose of the contest was two fold.

Club members want to increase the awareness of elementary school students concerning the negative effects of substance abuse, particularly riding with a driver who is under the influence of drugs or alcohol. They also want to promote their club to students who will be members of the incoming grade eight class at ██████████ Secondary next year.

The CounterAttack Club believes that each individual has the power of choice in whatever decision he or she makes. Club members are trying to influence others to make good decisions.

Driving while intoxicated, driving with a driver who is intoxicated, or abusing substances, are all terrible choices that lead to tragic consequences, not only for the individual, but too often for others as well.

The ██████████ Secondary CounterAttack Club has enjoyed a high profile this year both in the school and in the community. The group, consisting of 30 members, most of whom are in grades eight and nine, has organized school assemblies, mounted displays at most school events, arranged for guest speakers and staged the "Giant CounterAttack Biodegradable Balloon Lift Off" at Christmas.

APPENDIX K
TELEVISION COMMERCIAL

-

ADDRESS ALL COMMUNICATIONS
TO CHIEF CONSTABLE
Patrick D. [REDACTED]

OUR FILE NO _____

84



4455 CLARENCE TAYLOR CRESCENT, [REDACTED], [REDACTED] TELEPHONE ([REDACTED]) 946-4411

[REDACTED] SECONDARY SCHOOL
4615 - 51 Street
[REDACTED], [REDACTED]

TO WHOM IT MAY CONCERN:

On Thursday May 03, 1990, I was involved with the [REDACTED] SECONDARY STUDENT COUNTERATTACK COMMITTEE, as they filmed a television commercial in [REDACTED].

This group of students submitted several scripts to the commercial project which I understand was sponsored by the BLOCK WATCH PROGRAM. This commercial deals in a poignant manner with some of the serious consequences associated with impaired driving.

I would like to commend the students for their enthusiasm and initiative. I look forward to viewing their work on television.

Sincerely,

A handwritten signature in cursive script, appearing to read "G. L. Dales".

Cst. Tony DALES
[REDACTED] MUNICIPAL POLICE
School Liaison

TD:ck

Friday, May 4, 1990, ~~XXXX~~ OPTIMIST WEEK ENDER, ~~XXXX~~, 11 s

CounterAttack commercial

There will be plenty of action on the set when ~~XXXX~~ Secondary's CounterAttack Club members are featured in an upcoming anti-drunk driving commercial which will be aired later this year throughout the Lower Mainland.

The 30-second message, written by student ~~XXXX~~, features a young girl who has been killed by an intoxicated driver. Fellow club members are designing props which will be used in the video message.

The filming will be done by a professional crew.

The CounterAttack Committee has been active in getting its message out not only to students of ~~XXXX~~ Secondary School, but to those at the elementary schools as well.

Club members recently acted as group organizers in a leadership conference held for grade seven students. They are about to launch a poster contest involving the grade sevens who will be coming to ~~XXXX~~ Secondary next year.

APPENDIX L
INFORMATION WORKSHOPS FOR PARENTS

The [REDACTED] Secondary School
Parents' Advisory Committee

Presents

How Parents Can Help Prevent
Substance Abuse Among
Junior High Students

with:

Bob Bourgeois (Counsellor)

Cst. Tony Dales (Police Liaison Officer)

WEDNESDAY, FEB. 21, 1990

7:30 P.M.

School Library

Substance abuse

Parents of the grade eight and nine students attending [redacted] Secondary are encouraged to attend a skill building session entitled "How Parents Can Help Prevent Substance Abuse Among Junior High Students" on Wednesday, March 14th at 7:30 p.m. in the school library.

The program will feature Bob Bourgeois, school counsellor, and [redacted] of the [redacted] police department. The evening is sponsored by the [redacted] Secondary School's Parent Advisory Committee.

[redacted] Secondary's counselling depart-

ment has developed a multi-faceted approach towards preventing teenage substance abuse. Key among the resources being utilized is the school's innovative Peer Helping Program.

Another important resource is the parents, who can play a major role in preventing substance abuse among their children.

The counselling department and the Parent's Advisory Committee are hoping that a large number of parents will attend.

For further information contact the school at 925-4194.

APPENDIX M
FINAL STUDENT SURVEY

Final Student Survey

Directions: Place a check mark next to the answer which best describes your opinion.

1. Luck plays a large part in a person's success in life.
☐ Yes
☐ No
☐ Unsure
2. A person can do very little to change his or her future.
☐ Yes
☐ No
☐ Unsure
3. Successful people are born, not made.
☐ Yes
☐ No
☐ Unsure
4. People are capable of changing.
☐ Yes
☐ No
☐ Unsure
5. Other people can often make me do things I really don't want to do.
☐ Yes
☐ No
☐ Unsure
6. I almost always just do what my friends want.
☐ Yes
☐ No
☐ Unsure

7. I allow myself to be influenced by what others want less than I used to.
- Yes
— No
— Unsure
8. I believe that each person is responsible for his or her actions.
- Yes
— No
— Unsure
9. I have a greater sense that I am in charge of my life than I used to.
- Yes
— No
— Unsure
10. The school program on substance abuse and lifestyle has helped me to take more responsibility for my life and actions than I used to.
- Yes
— No
— Unsure
11. This program should be offered again to other students.
- Yes
— No
— Unsure

APPENDIX N
STRUCTURED DILEMMA INTERVIEW RECORD SHEET

Structured Dilemma Interview Record SheetA. STUDENT INFORMATION

☐ Male ☐ Female

Group #

Attended all sessions: ☐ Yes ☐ No

B. Questions

1. Do you remember learning a decision-making strategy?
☐ Yes ☐ No
2. Do you think that you can use that decision-making strategy?
☐ Yes ☐ No
3. Do you think that having been taught a decision-making strategy was worthwhile?
☐ Yes ☐ No
4. If I give you a dilemma to solve, do you think you can use your decision-making strategy to come to a decision?
☐ Yes ☐ No

C. Present Dilemma (see)

1. The student is capable of using the decision-making strategy to resolve the dilemma
☐ Yes ☐ No
2. The student is able to explain the steps used to resolve the dilemma
☐ Yes ☐ No

3. The steps used are congruent with those advocated in the decision-making strategy.

☐ Yes ☐ No

Notes: _____

APPENDIX O
SPECIFIC DILEMMA

Specific Dilemma

Using the decision-making skills you have been taught, decide what Heinz should have done. You will be asked to explain how you arrived at your decision.

In Europe, a woman was near death from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging \$2,000, ten times what the drug cost him to make. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about half of what it cost. he told the druggist that his wife was dying and asked him to sell it cheaper, or let him pay later. But the druggist said "No". The husband got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that? Why?

(Dilemma taken from: Colby, A., Kohlberg, L. and Lieberman, M. (1983). A longitudinal study of moral development. Monographs of the Society for Research in Child Development. 48, (1, serial no. 200).).

APPENDIX P
STRUCTURED HEALTHY LIFESTYLE INTERVIEW RECORD SHEET

Structured Healthy Lifestyle Interview Record SheetA. Student Information

☐ Male ☐ Female

Group #

Attended all sessions ☐ Yes ☐ No

B. Questions

1. Did you have an opportunity to develop a Healthy Lifestyle Model with your group?

☐ Yes ☐ No

2. Do you think you could explain your group's model to me if I asked you to?

☐ Yes ☐ No

3. Do you believe that your group's Health Lifestyle Model has any value?

☐ Yes ☐ No

4. Why? _____

5. Can you explain your Healthy Lifestyle Model to me now?

☐ Yes ☐ No

C. Model Demonstration

1. Student seemed confident of being able to demonstrate it.

☐ Yes ☐ No

2. Model was comprehensive.
___ Yes___ No
3. Model was the same as that demonstrated by another member of the same group.
___ Yes___ No
4. Student was able to answer questions concerning the model.
___ Yes___ No
5. Student felt the model was widely applicable.
___ Yes___ No

APPENDIX Q
FINAL STUDENT QUESTIONNAIRE

Final Student Questionnaire

Instructions: Place a check mark next to the answer which best describes your opinion. When finished, fold the questionnaire and place it in the box.

ALL ANSWERS WILL BE KEPT CONFIDENTIAL.

DO NOT PUT YOUR NAME ON THIS FORM.

PLEASE BE TRUTHFUL IN YOUR RESPONSES.

1. The school's substance abuse and lifestyle program has been worthwhile for me.
☐ Yes
☐ No
☐ Unsure
2. As a result of this program, I believe alcohol and drug use among my friends has decreased.
☐ Yes
☐ No
☐ Unsure
3. As a result of this program, I believe that alcohol and drug use by the students in my grade has decreased.
☐ Yes
☐ No
☐ Unsure

4. As a result of this program, I believe that I use alcohol and drugs less than before the program.
- ☐ Yes
- ☐ No
- ☐ Unsure
5. As a result of this program, I believe that I use alcohol and drugs less than I would have had the program not been available.
- ☐ Yes
- ☐ No
- ☐ Unsure
6. The school's substance abuse and lifestyle program should be offered to other students.
- ☐ Yes
- ☐ No
- ☐ Unsure